MGMT 890 Syllabus (V1 – April 16, 2016)
Conflict, Leadership, and Change: Lessons from Rwanda
May 2016
Katherine J. Klein and Eric Kacou
kleink@wharton.upenn.edu and ekacou@espartners.co

Course Overview

In 1994, Rwanda suffered a brutal genocide in which nearly 1 million people were killed in a 3-month period. In the 21 years since the genocide, the country has rebuilt with remarkable results. Rwanda is now one of the safest countries in Africa. Rwandans now live side by side in peace and the country has made great strides in enhancing prosperity, entrepreneurship, education, and access to health care.

For business students and leaders, Rwanda poses three sets of questions:

- Why and how did Rwanda’s brutal genocide take place? What could have prevented or stopped its occurrence?
- What are the leadership practices, processes, and structures that have led to Rwanda’s recovery, current peace, and economic growth?
- How sustainable is Rwanda’s transformation? What gives hope for the future and what are causes for concern? And further, what leadership policies and practices, if any, would be more effective than those Rwanda is pursuing now?

These questions mirror, of course, questions that all organizational leaders confront, albeit on a smaller scale: How can conflicts within and around the organization be handled most effectively? What leadership practices, processes, and structures will allow the organization to thrive? And how can the organization be prepared and positioned not only to thrive today, but also in a future characterized by new and as yet unknown competition, technology, social structures, and values?

These questions – both the first set focused on Rwanda, and the second set focused closer to home – defy easy answers. In this course, we will wrestle with these questions, seeking insights from Rwanda’s experiences and from theory and research on conflict, leadership, and change. Our goal as a class and as individuals is to draw on our visits, observations, readings, reflections, and discussions to yield answers that enrich not only our collective understanding of Rwanda’s past, present, and possible futures, but also our individual behaviors, choices, and guiding principles as leaders of organizations.

Course Format

The course format will include:

- An evening session on Monday, April 25th with Phillip Gourevitch before we travel to Rwanda to provide students with background knowledge prior to traveling to Rwanda.
- Course kick-off discussion in Kigali, Rwanda beginning at 6 pm, followed by dinner as a class on the evening of Monday, May 23, 2016.
• Daily meetings in Rwanda on May 24 – 27 with leaders in government, business, and the non-profit sector, as well as visits to Rwandan country-side, businesses, and genocide memorials. We will typically meet as a class from early morning through the evening.

• Discussion sessions beginning and ending most days to allow time for exploration and application of course readings; for reflection on the day’s meetings and conversations; and for consideration of our developing answers to the core questions motivating this course.

Readings

All required readings must be completed prior to our daily discussion sessions in Rwanda. As our goal is to make the most of our time in Rwanda, you will have very little time to read once the class begins on the evening of May 23rd. Please plan accordingly.

Students are required to read one of the following two books about Rwanda:

• Gourevitch, Philip. (1999). *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*


In addition, we have assigned a series of shorter readings that will help you make sense of all we see and experience in Rwanda. These readings are of two types. Some present theory, research, and guidance regarding conflict, leadership, organizational change, and/or social entrepreneurship and shared value. Others are specific to Rwanda, providing information regarding Rwanda’s history, economy, and leadership. As you will read, the articles about Rwanda present differing opinions and descriptions of the country’s transformation and prospects for ongoing peace and progress. Supplementary resource readings, listed at the end of the syllabus, are provided to deepen students’ understanding of Rwanda’s history and of conflict, leadership and change and as resources for students to use in writing their final course paper.

Each student will serve as an “expert witness” regarding a few of the required shorter readings. Please read the articles that we assign you particularly carefully and be prepared to give the class a one-minute summary of the article, emphasizing key points and links – points of compatibility or difference – to other assigned readings. We may or may not explicitly call on you to provide a summary of your article during class sessions, but your particular expertise will serve as a resource for the class and you we encourage you to refer explicitly to your expert readings and other readings in our class discussions. You will get your “expert witness” assignment early in May.

We will also select students to introduce our class speakers.

Grading

Grades will be based on:

• Short pre-Rwanda essay (max. length is 500-750 words) reflecting on Gourevitch’s or Kinzer’s book. (10% of final course grade)
  o **DUE DATE: 11:59 pm EDT on Wednesday, May 18th.**
In this essay, please describe your personal reflections, questions, and most important takeaways from the book you’ve chosen to read. What questions and lessons do you take-away for the book – for you as a leader and for us as a class? What important insights did you gain from the book? How has the book you read shaped your emerging understanding of Rwanda’s past, present, and future?

We are NOT looking for a summary of the book. Rather we want to know your ideas, questions, and conclusions of relevance to our course foci on conflict, leadership, and change. In your essay, it’s fine to be personal. Do use the word “I.” We know and expect that your views and understanding of Rwanda will evolve over time as you read more and as you experience Rwanda in person. This essay is designed to get you thinking more deeply about Rwanda and what you hope to learn in this class.

- **Participation during all class sessions including pre-travel presentations, discussions, meetings, and visits. (30% of final course grade)**
  - Students are expected to attend and participate actively and respectfully in all of these class sessions; to contribute their expertise (as an expert witness) and insights to the group; and to be on time for all sessions and events in Rwanda.

- **Final paper: Examining the Lessons of Rwanda (60% of final course grade)**
  - **DUE DATE:** A one-page description of the proposed topic is due by 11:59 EDT on Sunday, June 5, 2016.
  - **DUE DATE:** Your final paper is due by 11:59 pm on Friday, July 1, 2016.
  - **IMPORTANT:** Be sure to read further instructions on the final page of this syllabus.
  - Choose as the focus of your paper an initiative, program, phenomenon, problem, issue, leader, or organization in Rwanda that fascinates you and that links clearly and directly to one or more of the three central themes of the course – conflict, leadership, or change.
  - Pose a question about your focal topic (e.g., “How has ___ helped to foster reconciliation in Rwanda?” Or, “How effective has ____ been in leading organizational change within _____?” Or, “How threatening to Rwanda’s long-term safety and/or prosperity is _____?”). Answer this question in your paper by applying 2 – 4 of the required or resource readings on conflict, leadership, and change to your focal topic.
  - Maximum page length, not including references, tables, figures, or appendices: 3,000 words. (Please be sure to include the word count on the front page of your paper.)
  - Grading criteria will include: knowledge of the focal topic; detail, depth, insight, and creativity in applying course readings regarding conflict, leadership, and/or change; thoughtfulness and impact evidence in presenting leadership implications and personal lessons; quality of writing.
  - Don’t forget to read the more detailed instructions at end of this syllabus!

**About the Course Leaders**

Katherine Klein

Katherine Klein is an organizational psychologist, the Vice Dean for Social Impact, and the Edward H. Bowman Professor of Management at Wharton. She teaches on leadership, organizational change, social impact, and research methods. Her current research focuses on the effects of leadership succession on employee engagement and organizational effectiveness. Her prior research on diversity, team effectiveness, social networks in organizations, levels of analysis, technology implementation, and
employee ownership has appeared in numerous top journals including *Administrative Science Quarterly*, *Journal of Applied Psychology*, the *Academy of Management Journal*, and the *Academy of Management Review*. As the Vice Dean for Social Impact, Katherine oversees the Wharton Social Impact Initiative, shaping WSII’s vision and strategy for social impact partnerships and projects, research, and faculty and donor engagement. She is a Fellow of the Academy of Management, the Society for Industrial and Organizational Psychology, the American Psychological Association, and the Association for Psychological Science. She is also a member of the board of directors of United Therapeutics. Professor Klein received her B.A. in Psychology from Yale University and her Ph.D. in Community Psychology from the University of Texas at Austin. She has traveled to Rwanda numerous times and interviewed President Kagame at Penn in the fall of 2015.

**Eric Kacou**
A native of Cote d’Ivoire, Eric Kacou is co-founder and CEO of Entrepreneurial Solutions Partners (ESP), an advisory and investment firm providing entrepreneurs and leaders with the right mix of insight and capital needed to generate prosperity. He is also the author of *Entrepreneurial Solutions for Prosperity in BoP Markets*, which has received coverage from international media such as FT, CNBC, and SABC. Prior to starting this venture, he served as Managing Director of OTF Group, a competitiveness consultancy focused on emerging markets. An expert in business strategy and economic reconstruction, he led the Rwanda National Innovation and Competitiveness (RNIC) Program. A Mason Fellow at the Harvard Kennedy School, Eric earned his MBA at the Wharton School, and serves on the Wharton Executive Board for Europe, Africa and the Middle East. The World Economic Forum honored Eric Kacou as a Young Global Leader.

**Class Schedule and Required Readings**

*NOTE:* The course begins in Rwanda at 6 pm on Monday, May 23, 2016. On Tuesday – Friday, May 24 – 27, the class will meet from approximately 7:30 am – 9:30 pm every day.

*NOTE:* Please note that will almost certainly be changes in the schedule of meetings in Rwanda as a result of unexpected changes in the schedules of the government leaders and business executives with whom we expect to meet.

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**April 25, 2016, 8:30 PM EDT**

In this pre-travel evening session, we meet with Philip Gourevitch, a journalist and long-time observer of Rwanda whose 1998 *book We Wish to Inform You That Tomorrow We Will Be Killed with Our Families* won the National Book Critics Circle Award, the George Polk Book Award, and the Los Angeles Times Book Award, among others. Mr. Gourevitch will discuss Rwanda’s recovery since the genocide, including a discussion of Rwanda’s senior leadership, business development in Rwanda, the Gacaca Courts, gender equality, educational reform, and more.

Required reading: Gourevitch’s 1995 and 2009 *New Yorker articles* on Rwanda.
Monday, May 23, 2016 – Rwanda

On the evening of May 23rd, we will kick-off the course with in-person introductions, a review of our schedule and meetings, and a discussion of insights, questions, and surprises generated by the assigned readings and by our first hours in the country. We will then have dinner together.

Tentative Schedule

- 5 – 6 pm: Coffee, tea, juice, and snacks on Lemigo Restaurant Patio, overlooking the pool
- 6 – 7:45 pm: Opening Class Discussion: Introduction to the course and to one another
- 7:45 pm: Buses depart for Zen Restaurant
- 8 – 9:30 pm: Class dinner at Zen Restaurant

Questions for Reflection and Discussion

- What is Rwanda’s “theory of change”?
  - How would you describe Rwanda’s starting conditions in 1994?
  - How would you describe Rwanda’s long-term goals?
  - What steps, or conditions, do you believe will allow Rwanda to evolve from its starting conditions to its long-term goals?
  - How much progress has Rwanda towards achieving its long-term goals?

Required readings


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Tuesday, May 24, 2016 – Rwanda

On this day, we will focus on conflict and reconciliation, examining the factors that led to Rwanda’s genocide in 1994 and the steps that leaders in Rwanda’s government and non-profit and religious sectors have taken to foster national recovery and inter-group reconciliation. To make sense of these events and processes in Rwanda’s history, we turn to research and theory in management and social psychology regarding intergroup conflict and reconciliation. We will have a casual dinner together at a restaurant near the hotel.

Tentative Schedule

- 6:30 - 8am: Breakfast on students’ own at Lemigo (breakfast is served starting at 6 am)
- 8 – 9 am: Class Discussion: Genocide and Reconciliation – Why and How?
- 9 – 9:15 Bus transfer to Kigali Genocide Memorial (KGM)
- 9:15 – 10:45: KGM tour
- 10:45 – 11:45: Wreath-laying, reflections, and discussion with KGM guides
- 11:45 – 1 pm: Lunch at KGM
- 1- 1:15 pm: Bus transfer to Lemigo Hotel
- 1:15 – 1:30: Break
- 1:30 – 2:30: Leadership Case Study: Professor Bernard Rutikanga
- 2:30 – 2:45: Break
- 2:45 – 3:45: Leadership Case Study: Hon. Edward Bamporiki
- 3:45 – 4: Break
- 4 – 5:15: Leadership Case Study: Reconciliation Group Leaders: Truth Prevails
- 5:15 – 5:30: Break
- 5:30 – 6:30: Leadership Case Study: Pastor Antoine Rutayisire
- 6:30 – 6:45: Break
- 6:45 – 7:30 Reflections: Towards an Understanding of Genocide and Reconciliation
- 7:30 – 9 pm Dinner, poolside at Lemigo

Questions for Reflection and Discussion

- What were the building blocks for Rwanda’s genocide? How apt is Zimbardo’s description of the situational characteristics that foster evil?

- Based on Deutsch’s analysis, what additional steps would you recommend that Rwanda leaders use to enhance cooperative relations in the country and to deepen reconciliation?

- What leadership lessons do you draw from our visits to KGM and Gahaya Links, and our meetings with Rwandan leaders?

Required readings


**Wednesday, May 25, 2016 – Rwanda**

Our focus shifts to leadership and efforts to rebuild Rwanda’s villages and institutions following the 1994 genocide and devastation. We travel outside of the capital city of Kigali to observe community life, employment, farming, health care, and government services in one of Rwanda’s rural districts. We then return to Kigali to meet with ministers and other senior leaders in the Rwandan government, exploring Rwanda’s efforts to foster economic development; to improve health care and life expectancy; and to manage Rwanda’s foreign relations. To deepen our understanding and refine our evaluation of Rwanda’s efforts, we turn to research and theory regarding leadership, change, vision, and goal-setting.

- 6:30 - 8am: Breakfast on students’ own at Lemigo (breakfast is served starting at 6 am)
- 7:30 am Buses depart for District of Rwamagana, Eastern Province
- 8:30–11:30 am Visit to SACCO, Model Village, One Family One Cow, Health Clinic, etc.
- 11:30 am Buses leave for Kigali
- 12:30 – 1:30 pm: Lunch and Class Discussion at restaurant to be decided
- 2 – 3:30 pm Leadership Case Studies and Panel Discussion
  - Hon. Agnes Binagwaho, Minister of Health
  - Hon. Kampeta Sayingoza
- 3:30 – 3:45: Break
- 3:45 – 4:45 Leadership Case Study: Francis Gatave, CEO, Rwanda Development Board
- 4:45 – 5: Break
- 5 – 6 pm: Leadership Case Study: Hon. Louise Mushikiwabo, Minister of Foreign Affairs
- 6 – 7 pm: Class debrief
- 7 pm: Depart for dinner at Khana Khazana
  - TENTATIVE: Sign up to have dinner with American executives and entrepreneurs living and working in Rwanda
    - Eric Reynolds (Inyenyer (Cookstoves)
    - Julienne Oyler (Inkomoko)
    - Ken Bialek (Affordable housing, Rwanda)
    - Hunter Thompson (Karasisimbi Partners)
    - Tom Allen (Bridge2Rwanda)

**Questions for Reflection and Discussion**

- What leadership practices, processes, and structures have been most effective in fostering Rwanda’s recovery, current peace, and economic growth?
• Pittinsky and Simon present an in-depth analysis of intergroup leadership. Using their analysis as a rubric or scorecard, what has Rwanda’s leadership done well to unite the populace and what could Rwanda’s leadership have done, or do, to be even more effective? To what extent are the ideas and recommendations they provide relevant to the companies and organizations in which you’ve worked?

• How successful do you think government leaders have been in using goal-setting and vision to drive change in Rwanda? What accounts for the success Rwanda has had with these much-touted but not always effective management practices?

Required readings


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Thursday, May 26, 2016 – Rwanda

On Thursday, our focus shifts from the public sector to the private sector as we examine home-grown social entrepreneurship in Rwanda, meet with the country’s leading investment firm, and learn about the public-private partnership between the Rwandan Government and VISA.

Questions for Reflection and Discussion

• What has the Rwandan government done to encourage entrepreneurship and economic development in Rwanda?

• To what extent does business activity in Rwanda provide an example of “shared value”? Of “social business“?

• What motivates business leaders to go into business in Rwanda? Has their pursuit of purpose compromised their pursuit (and receipt) of profit?

Tentative Schedule

Breakfast on students’ own at Lemigo
• 7:30 – 8:30 am: Bus transfer to Niyirangarama
• 8:30 – 11:30 am: Business Case Study: Urwibutso Enterprise, Sina Gerard, CEO, Urwibutso
• 11:30 – 12:30 pm: Lunch at Urwibutso Restaurant
• 12:30 – 1:30 pm: Bus transfer to Lemigo
• 1:30 – 1:45 pm Coffee, juice, and snacks at Lemigo
• 1:45 – 3 pm: Panel discussion with Rwandan entrepreneurs
  • Clement Uwajeneza, Axis
  • Lydie Hakizimana, Drakkar LTD
  • Maurice Kagame, Pivot Access
• 3 – 3:15 pm: Break
• 3:15 – 5 pm: Panel discussion with leaders in financial services:
  • Kadri Alfah, Country Manager, Country Manager, East Africa Exchange
  • Sanjeev Anand, Atlas Mara
  • Diane Karusisi, Bank of Kigali
• 5 – 6: Reflections on the Day: The role of business in building a sustainable community
• 6 – 6:30: Break
• 6:30: Depart for Serena Hotel
• 6:45 – 9: Rwanda Development Board–Wharton dinner with Rwandan entrepreneurs

Required readings


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**Friday, May 27, 2016 – Rwanda**

On our final day, we will reflect on Rwanda’s past and contemplate its future. We hope to begin the day with a meeting with President Paul Kagame. We will then visit one of Rwanda’s most rigorous and inspiring high schools. Finally, we will visit one of the churches where thousands of Tutsis were killed after gathering in the church in hopes of safety and protection. The site – little touched since the genocide – is sobering and deeply thought-provoking. Back at Lemigo, we will close the course with a discussion of lessons learned, personal reflections, and continuing questions. We will then host a Wharton admissions event for interested Rwandans before our closing dinner with Wharton alums.

• Breakfast on your own at Lemigo (breakfast is served starting at 6 am)
• 8 – 9:00 am; Class Discussion
• 9:00 – 10:00 am  TENTATIVE: Transfer to President’s Office and Security Clearance
• 10:00 – 11:30:  TENTATIVE: Leadership Case Study: H.E. Paul Kagame, President of Rwanda
• 11:30 – Noon  Bus Transfer to Gashora Girls School
• Noon – 2:30 pm  Lunch and Visit at Gashora Girls School
• 2:30 – 3:00 pm  Bus transfer to Nyamata Church and Genocide Memorial
• 3:00 – 4:00 pm  Nyamata Church
• 4:00 – 5:00  Bus transfer to Lemigo
• 5:00 – 5:15  Coffee, juice, and snacks
• 5:15 – 6:45 pm:  Class Discussion: Reflections
• 7 – 7:30 pm  Bus transfer to Heaven Restaurant for class conclusion and celebration dinner

Tentative Schedule

• Breakfast on your own at Lemigo (breakfast is served starting at 6 am)
• Leadership Case Study: H.E. Paul Kagame, President of Rwanda
• Education / Social Enterprise Case Study: Akilah Institute for Women
• Ntarama Church and Genocide Memorial
• Reflections on the Week:
  o What explains Rwanda’s past and present?
  o What are our hopes and fears for Rwanda?
  o What lessons have we learned for ourselves as leaders?
• Dinner as a class with Wharton alumni living in Rwanda – Heaven Restaurant

Questions for Reflection and Discussion

• Reflecting on our days in Rwanda, what is your assessment of the sustainability of Rwanda’s recovery, peace, and economic growth? What gives hope for the future and what are causes for concern?

• What leadership policies and practices, if any, would be more effective than those Rwanda is pursuing now?

• What leadership lessons or personal implications do you take away for yourself?

Required reading


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All Required Readings

1. Students are required to read one of the following books:
   a. Gourevitch, P. (1998). *We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda*. New York: Picador.


7. GIIN (Global Impact Investing Network). (August 2015). The landscape for impact investing in East Africa: Rwanda


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**Resource Readings: Conflict and Reconciliation**


Resource Readings: Leadership


Resource Readings: Organizational Change and Organizational Culture


Rwanda GMC Final Paper Assignment: Examining the Lessons of Rwanda
(60% of final course grade)

Due Dates:

Sunday, June 5, 2016: A one-page description of the proposed topic is due by 11:59 EDT
Thursday, July 1, 2016: Your final paper is due by 11:59 pm

Detailed Instructions:

- Choose as the focus of your paper an initiative, program, phenomenon, problem, issue, leader, or organization in Rwanda that fascinates you and that links clearly and directly to one or more of the 3 central themes of the course – conflict, leadership, or change.

- Submit a one-page description of the proposed topic for our approval by 11:59 pm EDT on Sunday, June 5th.

- Pose a question about your focal topic (e.g., “How has ___ helped to foster reconciliation in Rwanda?” Or, “How effective has ____ been in contributing to Rwanda’s longterm goal achievement?” Or, “How threatening to Rwanda’s long-term safety and/or prosperity is _____?”) and answer this question in your paper by applying 3 – 4 of the required or resource readings on conflict, leadership, and change to your focal topic. You may, of course, supplement these readings with other readings of your choice.

- Your final paper should include:
  - A statement of the motivating question for the paper.
  - A description of your focal topic, in which you demonstrate your knowledge of the initiative, program, phenomenon, problem, leader, or organization that is the focus of your question. In crafting this description draw on the required and resource readings on Rwanda, as well as on information and insights gathered from our meetings and visits in Rwanda.
  - An analysis of your topic, in which you use 3 – 4 of the required or resource readings on conflict, leadership, and change to help you answer the question that motivates your paper. Be sure your analysis demonstrates your understanding of the essence and details of the readings you have chosen to apply. (If relevant, feel free to also note the ways in which your topic challenges or extends the frameworks or ideas the readings you have chosen present.)
  - A discussion of the implications of your focal topic and analysis, in which you highlight the lessons you draw from the preceding elements of the paper for leaders in general and especially for you personally in years to come – that is, for your own leadership, your organization, your choices, and/or your career.

- Maximum page length, not including references, tables, figures, or appendices: 3,000 words. (Please be sure to include the word count on the front page of your paper.)
• Grading criteria will include: knowledge of the focal topic; detail, depth, insight, and creativity in applying course readings regarding conflict, leadership, and/or change; thoughtfulness and impact evidence in presenting leadership implications and personal lessons; quality of writing.

• Plagiarism is, of course, not allowed.

• Note that the resource readings may suggest additional perspectives, nuances, or even topics for you, beyond those you might consider if you rely exclusively on the required readings. For example, the resource readings include articles about workplace conflict, trust, and conflict resolution; about women and workplace leadership; and about organizational culture, among other topics.

• If you would like to draw on different resource readings than those listed in the syllabus, please note this on your one-page description of your proposed paper topic, so we can provide guidance and/or approve your chosen readings.